

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method which implemented in the research. It covers research design, research subjects, time and place, and research procedures. Research procedure consisted of preliminary study, planning, action, observation, reflection, data collections and data analysis.

#### **3.1 Research Design**

This research design was using classroom Action Research (CAR) because it occurred in the classroom frame. According to Latief (2014), Classroom Action Research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classroom. It was conducted in order to improve the quality of teaching and learning practice in the classroom.

In addition, according to Ary (2010), Classroom Action Research is a process to improve education by incorporating change and involves educators working together to improve their own practice. In conducting this research, the researcher was assessed the effectiveness of her teaching activities and plan the improvement based on the result of the assessment. According to Borgi (2003), Classroom Action Research (CAR) starts from teachers' serious concern about their success in their own instructions, their students learning progress, their students' behavior, their students learning problems, and the learning environment, which they always assess throughout the whole process of instruction for the purpose of planning, implementing, and evaluating

improvement. It aimed at enhancing the innovation of learning English with an appropriate strategy.

Descriptive research is a method research aimed at describing those phenomena there that goes on at this time. According to Nana Sudjana and Ibrahim (1989: 64) that research descriptive is research trying to described a symptom or events occurring at the time of now where researchers an effort to find out the incident that concern the which then described as being. Performed by taking the steps of collecting, classifying and analyzing or collecting data to makes conclusions and reports with the main purpose to make an objective description of a situation in a description.

Meanwhile, the meaning of quantitative approach is the used in research by measuring the indicators of research variables to obtain an overview between these variables. The purpose of the quantitative approach according to Wiranto Surakhmad (1998:193) is “to measure the dimensions to be studied”. The use of descriptive quantitative method is adapted to research variables that focus on actual problems and phenomena that are happening at the moment with the form of research result in the form of numbers have meaning. Sudjana (1997:53) state that descriptive research method with a quantitative approach used when aiming to describe or explained an event that occurs at the moment now in the form meaningful numbers

The purpose of this descriptive research with quantitative approach is to explain a situation to be studied with the support of literature study so as to further strengthen the researchers’ analysis in making a conclusion. This use descriptive

research does not manipulate variables and do not specify events that will occur, and usually related to events that currently occur.

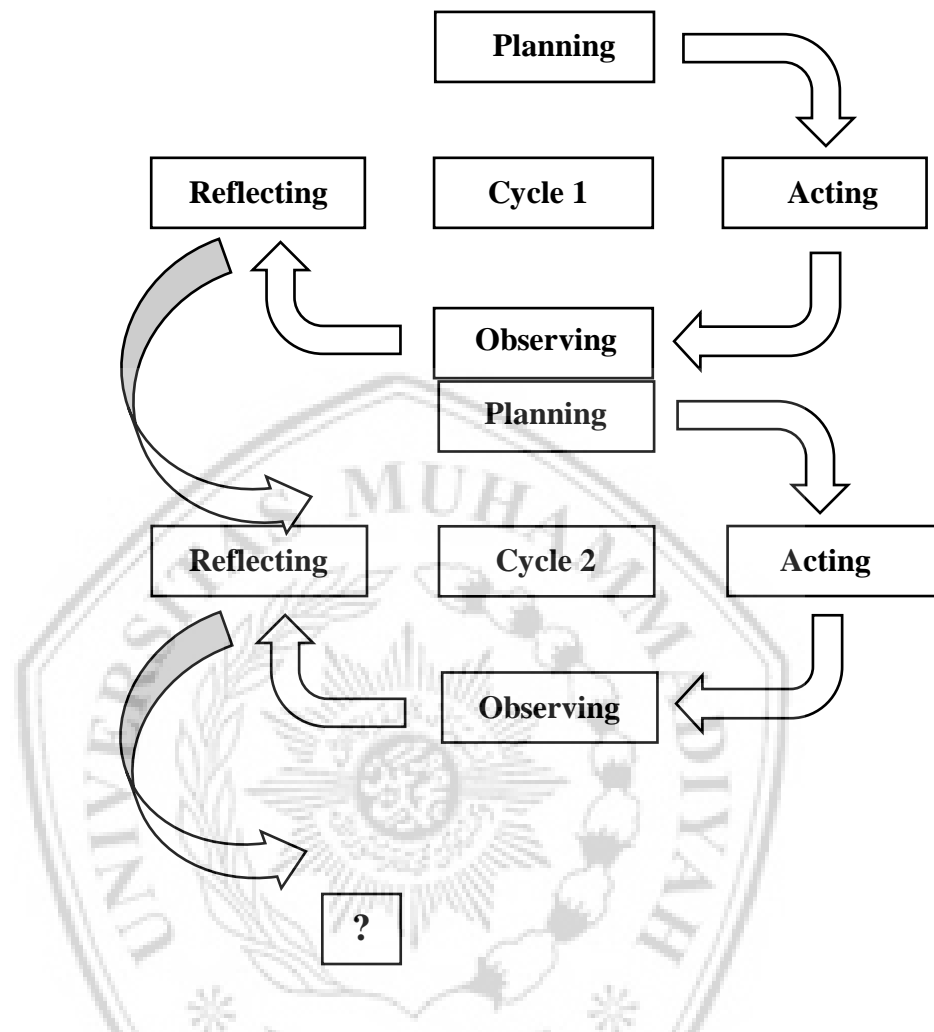
### **3.2 Subject of the Research**

This research was conducted at Mts Miftahul Ulum Pasuruan. The subject was students of seventh grades of marketing major class. The number of the students was 25 students.

### **3.3 Research Procedure**

The research procedure was started with a preliminary study, and then followed by the cycle. According to Arikunto (2006), Classroom Action Research consist of four phases within one cycle. They are planning, acting, observing, and reflecting. Based on the design, after completing the first cycle, if there is no improvement of the students' ability, it is essential to be continued to the second cycle or third cycle. The research was done the cyclical process proposed by Arikunto (2006), which is consisting of four steps: (1) planning the action; (2) Implementing the action; (3) observing the action; (4) reflecting. the cyclical process of CAR is presented in figure 3.1.

Below is the model of Action research stated by Arikunto:



**Figure 1 : The cycle of Classroom Action Research (Arikunto, 2006: 16)**

In line with the figure above, the cycles of the action research are classified as the following:

### **3.3.1 Planning of Action**

Based on the identification and analysis of problems found by researchers in English learning, researchers will develop a plan to improve student learning outcomes, especially fifth grades. Based on several factors such as students lacking confidence, English skills are too much different, low motivation, lack of

vocabulary. The researcher collaborated with the teacher to plan the actions that will be given to the students by doing the planning of action as follows:

#### **3.3.1.1 Preparing Lesson Plan**

The researcher designed the lesson plan before implementing the method in teaching and learning activities. The lesson plan was developed by these the following stages as follow: instructional objectives, instructional materials and media, and teaching and learning activities.

#### **3.3.1.2 Preparing the Research Instruments**

The researcher applied five instruments to collect the data using interview, questionnaire, field notes, observation checklist and test. Researcher firstly conducted the interview with the teacher in order to find the brief information. The questionnaire was given to the student in the preliminary study. It was used to know the students ability. Field notes were also needed to write the student progress in speaking while using charade.

#### **3.3.1.3 Preparing Teaching Materials**

Preparing the teaching materials by applying materials that are in line with the teaching objectives listed in the lesson plan. Researchers provide materials to guess the word about things around us. Then students are taught about how to answer or guess the words that have been given instructions by researchers.

#### **3.3.1.4 Procedure of Assessment**

In getting assessment result of the students' speaking ability, the researcher used an analytic scoring rubric. The scoring rubric consists of four criteria, namely, pronunciation, fluency, clarity, comprehension and vocabulary.

#### **3.3.2 Acting**

This stage is the implementation of teaching and learning activities using cooperative model of word guess type. Start with Preparation of learning, which is preparing the material guess words about animals and things around us.

The steps of learning strategy of charades are:

- 1) greetings to students
- 2) asking the student's condition
- 3) check the attendance list of students
- 4) Provide motivation to students before providing learning materials.
- 5) Inform the competencies that students must achieve after the learning process
- 6) Explain the strategy step of guess word

#### **3.3.3 Observing**

Observation and interpretation toward the action in the class was done during the researcher teaches in the class using charades as a teaching media. In other word, the observation was done together with actions which have already been mentioned in action stage.

### **3.3.4 Reflecting**

In this stage, the researcher evaluated the process during the actions that had been done. After collecting the data, the researcher analyzed data of the teaching and learning process in cycle 1. The aims of this phase were to reflect the data from the implementation of the action and to know whether the action was successful or not. If the result of the first cycle is satisfactory pointed by accomplish the criteria of success, so there will not be the next cycle.

However, if the result of the action was not satisfied, the researcher will make the next plan (re-planning) to solve the problem. It should move to the next cycle regarding re-planning, re-acting, and re-observing.

## **3.4 Data Collections**

### **3.4.1 Observation**

Observation is the systematic data collection conducted by researchers during the learning process is underway to obtain information on the lack and excess of activities undertaken by teachers and activities undertaken students during the learning process by using the strategy of charade.

### **3.4.2 Pre-test**

That is a form of question, which the teacher asked the students before starting a lesson. The question asked is the material to be taught on that day. The question is usually done by the teacher at the beginning of the lesson. Pre-test is given with the intention to know whether any of the students who already know about the material to be taught. Pre-test can also be interpreted as an activity to test the level of students' knowledge of the material to be delivered. Pre-test

activities performed before the teaching activities are given. The benefits of holding a pre-test is to know the initial ability of this students, the teacher will be able to determine how to deliver the lesson that will be passed.

### **3.4.3 Post Test**

Post-test is a form question given after the lesson / material has been delivered. In short, the post test is the final evaluation when the material taught on the day has been awarded which a teacher gives a post-test with the intent of whether the student has understood and understood the material given that day. The benefit of holding this post-test is to get an idea of the abilities archived after the end of the course. The result of this post-test is compared with the result of pre-test that has been done so that will be known how far effect or influence of teaching that have been done, beside also can be known what part of teaching materials still not comprehended by majority of student.

### **3.4.4 Documentation**

Documentation is used to determine the results of research before the implementation of strategy and after the implementation of strategy, and also to know data about the school. In this research, the documentation used is in the form of the picture and video.

## **3.5 Data Analysis**

The purpose of data analysis is disentangled data to be intelligible and interpretable so that the relation of research problem can be studied. This research is actually. However, the data were analyzed qualitatively and quantitatively. Quantitative data analysis is used to determine the progress of learning outcomes



students during the learning by creating a list of values, summed, averaged, and pro- pressed. In this research, when the mean is  $\geq 75$  and 50% of students' amount got  $\geq 75$  as their speaking score, the research reached the criteria of success. Hence, the research was stopped. However, if one of the criteria of success could not be reached, the researcher will be continued the next cycle.

The researcher also analyzed the quantitative data to know the tendency of the students speaking scores. The researcher identified the progress of the students speaking skill due to the actions. Furthermore, the instruments that were analyzed quantitatively were the result of pre-test and post-test.

The researcher would objectively define the characteristic of each student's speaking ability weather they achieved or not. The researcher defined the category of total score as follow:

Excellent (5)	= 90 - 100
Good (4)	= 75 - 80
Fair (3)	= 65 - 75
Poor (2)	= 40 - 65
Weak (1)	= < 40

The researcher tried to calculate the average of students speaking ability scores in each cycle. It was to know how far the students speaking ability.

Here, the researcher used the formula proposed by sudjana (2002):

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$  = Mean

$\mathcal{X}$  = Individual score

$n$  = Number of students

Then, the researcher tried to get the percentage by using the formula proposed by Sudijono (2008):

$$P = \frac{F}{N} \times 100 \%$$

P= the class percentage

F= total percentage score

N= number of students

